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Can Close Reading Improve Skills and a Desire to Read? (Action Research Proposal)

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Can Close Reading Improve Skills and a Desire to Read?



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Research Question:
How will close reading help my students build confidence in reading and analyzing a text, improve in retention and comprehension of content, and develop an overall desire to read?

Abstract: I implemented close reading strategies to determine how it would help students. I then analyzed the data and drew conclusions on my findings.

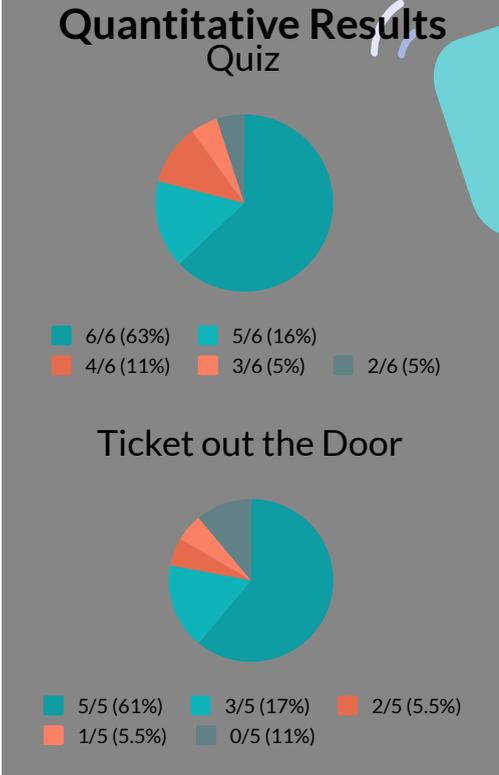
Context
Setting: Middle School Social Studies class that reflects the local community demographics.
Participants: 25 students

Data Methods
Qualitative: Students completed a self reflection, discussion questions, KWL chart, while I conducted close reading observations on their annotations, and an interview.
Quantitative: Students completed a ticket out the door and quiz.

Data Analysis
All data was triangulated and then used to determine if the data answered the research question.

Assertations

- #1: Close reading boost retention and comprehension.
- #2: Students prefer to read non informational texts.
- #3: Engagement strategies before and after close readings are key to students being confident in what they are reading.
- #4: After two close readings over two units, consistency is crucial for student success.



During this research, students completed two units with two close readings per unit. Student engagement surrounding the close readings was paramount because of the struggle and desire to read.

Action Taken

Based on my mixed methods approach and the data collected, close reading strategies absolutely helped improve retention and comprehension of content. I do have to honestly include that the engagement activities and tools implemented before and after contributed to the success of my students during their close reading opportunities. Planning engaging and purposeful assignments and using the correct tools that are cohesive in nature lend to retention as shown in the pie charts. As students comprehend their texts and become more comfortable with close reading strategies, I believe they will continue to grow in confidence as seen by the data from the interviews.

Qualitative Results

Interviews

"I didn't like close reading when you first made us do it, but I realized that I actually understood what I read."

"I liked when we got to read things like children's book and songs and not just boring information!"

Literature Review

Boyles, N. (2013). Closing in on close reading. *Educational Leadership*, 70 (4), 36-41.
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 Serravallo, J. (2010). *Teaching reading in small groups: Differentiated instruction for building strategic, independent readers*. Heinemann.
 Samuels, S.J. (1979). The method of repeated readings. *The Reading Teacher*, 32 (4), 299-301.